Student…

Differentiated Instruction- Practicum Activity

Multiplication Stations

Dr. Suters/Ms. Fuqua

November 16th, 2012

Pictures of each station’s materials were uploaded to the student’s wiki.

**Subject & Grade Level:** Mathematics, 3rd Grade

Ms. Fuqua and I have talked a lot about these activities I am presenting in the differentiated activity. She said her students work well in groups and she also said her students learn better when they are playing educational games instead of lectures. Based on those two statements, I came up with stations that included fun engaging educational games. I wanted her students to get the most out of this activity so I listened carefully to our conversation.

Ms. Fuqua has been teaching multiplication since the beginning of November so her students are familiar with multiplication facts and how to solve multiplication equations.

The students will stay at each station for 10 minutes, for a total of 40 minutes.

I have one sheet with “Station 2” and one sheet with “Station 3” at the top. These worksheets will be located at the correct station. The students will record on these papers to get credit for completing the station. The students will place the sheets of recorded paper in the file folder I have provided at each station. I will have clear instructions on the table when the students arrive at the station. The students are to read the instructions and follow the instructions to compete the station.

**State Standards:**

**Grade Level Expectations:** 0306.2.2 Develop understanding of multiplication and related division facts through multiple strategies and representations.

**Grade Level Expectations:** 0306.2.4 Solve multiplication and division problems using various representations.

**Check for Understanding**: 0306.2.7 Represent multiplication using various representations such as equal-size groups, arrays, area models, and equal jumps on number lines.

**State Performance Indicators**: 0306.2.5 Identify various representations of multiplication and division.

**State Performance Indicators**: 0306.2.6 Recall basic multiplication facts through 10 times 10 and the related division facts.

**Activity One**:

Activity one is called “Dice Multiplication.” The students will be working individually on their own worksheet at this station. Each student will roll one die and that number is his or her first factor. Each student will then roll a second die and that number is his or her second factor. They will multiply the two factors to get their product.

\*The students will record their factors and products on the worksheet. At the end, the students will add up their products and see who wins!

The materials are needed for each student in the group.

**Materials:**

“Dice Multiplication” worksheet

A die that is numbered to 6

A die that is numbered to 9

Pencil

**Activity Two:**

Activity two is called “Multiplication Memory Match Game.” The students will lay all the cards face down on a table and mix them up. Players would try to flip pairs of matching cards. Example: The 3 x 7 card matches the 21 number card. Player one flips two cards. If the cards match, he or she gets to keep both cards. If the two cards do not match, player one will flip the cards back upside down. Then player two gets a turn to try to flip matching cards. Players alternate until all cards have been removed from the game. When the game is over, the player with the most cards is the winner.

\*The students will record their matching cards on a sheet of paper. This will be what they turn into me for proof of the game. I cut index cards in half for this activity also. I wrote all the equations on green index cards and wrote all the products on orange index cards. The students will always pick one green index card and one orange index card on their turn.

**Materials:**

Pencil

Multiplication Equation Cards

Product Cards

Paper

**Activity Three:**

Activity three is called “Fishing for Multiplication.” The students will take turns fishing for multiplication equations that are in a box. I decorated a shoebox and broke a bottom off of a hanger to make a fishing rod. I attached dental floss to the hanger to make fishing line and I attached a magnet to the bottom of the dental floss to make bait. Each multiplication equation has a paper clip attached to the top of the card and the magnet [on the rod] attaches to the card. The students will take turns fishing for equations. Once they have answered an equation correctly they will keep the equation out of the box. They will record the equation and the product on a piece of paper to turn into me. This is what the students will turn in to get credit for the game.

\*I cut index cards in half, drew a fish on the index card, and wrote an equation inside the fish. I laminated these cards so they would not stick together while the students are trying to play. If more than one card attaches to the magnet, the student just chooses one equation to answer and record on their paper.

**Materials:**

Shoebox

Rod

Dental Floss

Magnet

Paper Clips

Multiplication Equations

Pencil

Paper

**Activity Four:**

Activity four is called “Multiplication Bingo.” I will be supervising this station. I will call out a multiplication equation and the students will look for the product on their board. Example- I will say, “What is the product of 6 x 6?” The students will look for 36 on their board. I will have a piece of candy for all the bingo players.

\*All the students will rotate to this station; therefore, every student will end up getting a piece of candy.

I made bingo cards. I glued each bingo card to a piece of cardstock. I laminated the cardstock bingo card so the cards would be sturdy.

**Materials:**

Bingo Cards

Counters

Teachers Multiplication Cheat Sheet (I did this so I didn’t say the equations twice and to check the student’s cards when they get bingo!)

Candy for Winners

I gave each student a number 1 through 4. They went to their destination after I gave them the number. The students would rotate clock wise after the 10 minutes was over. After the ten minutes was over I turned the lights off and the students knew to clean up their station and move clock wise to the next station. I evaluated the students at station 1 by their “Dice Multiplication” worksheet, at station 2 they recorded on the copy paper, at station 3 they recorded on the copy paper too, and at station 4 there weren’t any necessary recording sheets. Since I worked at station 4, I knew all the students participated in this activity. I have looked over the students’ papers and I got a paper from every student.

The students LOVED these stations and begged me to let them stay longer numerous times. Almost every student came up to me after the stations and told me that they loved the stations. I am really glad I left the directions at each station. I told the directions before the stations started, but I wanted the directions at each station so the students could look back if they had questions. I was really surprised none of the students came and asked me questions about any of the activities. The students had a blast with the fishing multiplication game. That was most of the students’ favorite station.

I was worried that the class would get out of control because I was at the Bingo Station the whole time. Ms. Fuqua helped me, but I am not sure if I could do these activities with me being the only teacher. Ms. Fuqua took a lot of pictures and I am really appreciative of her.

I have the best time with these students! I have received many drawings from them!